

"ONE PERSON'S TRASH"

Classroom Guide

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Fall 2006

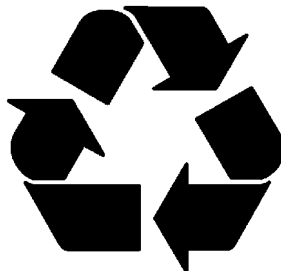


Welcome back to school!
Our fall newsletter focuses on ways that we can help ourselves, our families, our communities, and our country by using our

resources more wisely through waste reduction, reuse, and recycling.

If you have suggestions or comments for improving the newsletter or this Classroom Guide, please call or write us.

Have a great America Recycles Day on November 15th!



Logo Lingo

A logo is “an iconic symbol designed to represent a company, product or service, and sometimes certain places. It also depicts an organization's personality.” (Source: <http://en.wikipedia.org/wiki/Logo>)

Creating logos is normally a team activity. In addition to improving team-building skills and cooperation, developing logos also improves mathematical (specifically geometric and spatial) skills, as well as communication and art skills. A successful logo synthesizes information to create a highly graphic communication mode.

Discussion Starters

Discuss the logos pictured at the top of the next column. What geometric shapes are used in the logos? How are solids and spaces used in the logo images? How are common symbols used in the logos? What is the effect of words on the logos? What do the logos communicate? What “cultural knowledge” is necessary to interpret these logos? What makes these logos memorable (or not memorable)? What do you like or not like about each logo?

In addition to these logos, discuss other logos that students bring in, know, or see in the classroom.

Extension Activity

Put your students in groups of 3 to 5 people. Ask each group to design a logo. This could be a new logo for a business or group, a logo for your class, or a logo for the school. Each group will need to:

- Decide what words, if any, will be used in the logo
- Select an art and text style
- Sketch several art ideas
- Design a final version of the logo, giving attention to spacing between letters and pictures
- Write a description of why this logo design was chosen instead of other options
- Present the logo and explanation to the class

As a class, discuss how the logos use design (geometric shapes, spatial features, art/graphics, and lettering style), what the logos communicate, and how well they accomplish their task of “depicting the organization's personality.”

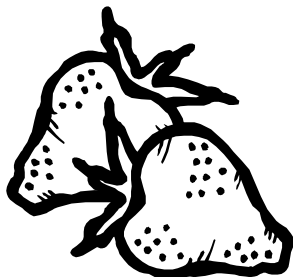
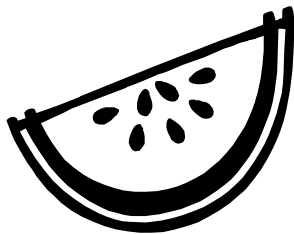


Waste-Free Lunch Day

Many students and teachers “brown-bag it.” Most of these probably use an insulated lunch bag. However, inside those reusable containers, there might be all sorts of disposable containers and throw-away packaging.

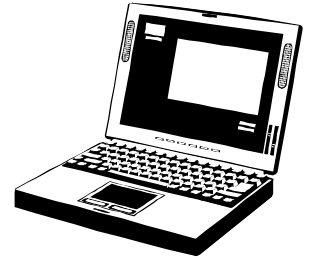
In order to raise awareness about the amount of trash generated during a regular school lunch, encourage your students to head up a “Waste-Free Lunch Day” at your school. Here’s what they’ll need to do to get started:

1. Talk to your principal about having a waste-free lunch day. If the idea is approved, start planning.
2. Decide when the event will be held and who will be invited to participate (all lunch groups, your grade only, etc.).
3. Measure the amount of waste on a “regular” lunch day. The waste includes anything that ends up in trash cans—food waste, drinks, containers, wrappers, and packaging. Take a few photos of tables during lunch and the contents of trash cans after.
4. Promote the event with flyers and posters. Make sure that the advertising is up at least one week prior to the event. (There are posters and activities at the U.S. Environmental Protection Agency’s website, www.epa.gov/epaoswer/education/lunch.htm).
5. Be sure that the Waste-Free Lunch Day is promoted during morning announcements in the days leading up to the event.
6. On your Waste-Free Lunch Day, be sure to have recycling containers available for beverage containers. Weigh all of the food waste and container/wrapper trash. Remember to take photos again!
7. Compare your Waste-Free Lunch Day to your “regular” lunch day.
8. Let students (and teachers and staff) know how they did. Post the results of your Waste-Free Lunch Day, and include them in your school newsletter and morning announcements.
9. Encourage students and teachers to continue reducing their lunch waste. If recycling isn’t normally available in the lunchroom, now would be a great time to kick it off!



For more information about packing waste-free lunches or holding a waste-free lunch day, visit www.epa.gov/epaoswer/education/lunch.htm.

Scavenging the web



Using the websites listed under “Seasonal Suggestions,” take an Internet scavenger hunt. Find the answers to these questions:

- ◆ One website states: “Our 2005 poll shows that more than three out of five Americans (62%) say they are planning to or considering giving family members gifts such as a savings bond or a piggy bank this year.” Which website is it?
- ◆ Which site will help you find the perfect gift for “the hipster,” “the angsty teen,” and “the pint-sized enviro”?
- ◆ At which site could you find a comparison between the energy costs for incandescent bulbs and LED bulbs? What is the cost difference?
- ◆ Which two sites recommend gifts you can give which aren’t objects?
- ◆ Which site dreams of a green “Kwanzaa”?
- ◆ If you need advice on party invitations or food choices, which site might answer your questions?



Reader Redux

Incorporate this newsletter into your classroom as you might use a newspaper. Whether you’re teaching art or language arts or sociology, you can use articles in our newsletter to teach the skills and proficiencies that you’re focusing on each day.



Here are some “reuse” activities to help you get started:

- The rules for carry-on bags on airlines have changed. Visit www.tsa.gov. Create a list of “Carry-on Do’s and Don’ts.”
- Ask your students to write a paragraph that begins: *If I were going to wear the same thing every day for a year, it would be...*
- List your five favorite healthy foods.
- This statement presents an analogy: “Source Reduction is to garbage what preventive medicine is to health.” Describe what an analogy is. Write this analogy in traditional form (called “Aristotelian format”). Write three analogies.

